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ABSTRACT

This speech discusses various aspects of a placement director's work in a large community college. A successful placement director is an ambitious extrovert. Placement requires an ample budget, and approximately 1,000 square feet of space for offices and parking. Students should be helped to prepare resumes and the placement director should prepare introductory letters and other referrals, and arrange these in a file. He should also prepare students for job interviews by rehearsals and encouragements. A brief form should later be sent to students, asking for feedback. The second major task of a placement director is to have detailed information about the various kinds of job openings in and around the city where the college is located. This can be obtained from newspapers and through establishing personal contracts with major companies who might need employees. The director should try various means to get in touch with company officials, and inform them about the college and its programs and how the graduates can be helpful to them in their employment settings. (SE)

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# MARKETING OURSELF

## Preface

These many pages of information are about the Placement Function. This content has been developed as support data especially for a speech to be delivered at the Fall '75 - MCUPA Conference on Friday, Octobe: 24, 1975 at the Southfield Holiday Inn.

These numerous concepts are mostly common sense, while other concepts are different or unique. Each concept is intended as a catalyst for fostering more dialogue between Placement Directors in conference attendance and later solidifying their placement function at each campus.

*These ideas have been refined and gradually revised over the past 36 months and work well at a Community College, (9,000 students) in a growing suburban area of Southeastern Michigan. Perhaps some ideas can assist to improve placement methods at other colleges. For some co-professionals, it may be an unworkable system. This director welcomes and encourages your comments.*

CG 010 162

Happy Placing

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## MARKETING OURSELF

Placement and helping students secure jobs is a pleasant concept. Assisting employers to be aware of the services available at a local college, such as a community college, is also exciting. Being a catalyst assisting an interested and qualified student to find an available position at a local business or industry is even more exciting. The Placement Director, whose service is marketing students, is really busy selling, and selling all the time. Mister, Ms., Miss, Missis, and Doctor Placement Director, are you already in tune with proper selling concepts?

> *Selling occupations are in the Marketing and Distribution cluster. Marketing is the performance of business activities that direct and provide for the flow of goods and "Services" from producer to consumer. The importance of personal selling is illustrated by the fact that salespersons outnumber advertising workers by about 40 to 1. Approximately 5¼ million people in this country work in selling jobs. Personal selling is presenting the product or service individually to the prospective customer and urging buying action. It is therefore easy to see that there are many individuals involved in selling, and individuals must market the product as previously conceived by developmental or advertising individuals.*

This selling concept as used in business and industry is inherent in and also involved with the educational process. The advertising agencies could be considered as the executive administrators of a college, such as the President, the board, and the V.P.'s designing curriculum, etc. A Placement Director usually is also an administrator and it is common for them to be mid-level, or "working administrators." The term "working" is used to illustrate that this individual not only interacts constantly with faculty, administration, students, and corporations, but must maintain a very fluid, and highly flexible schedule to be available on an on-call basis within the business community. It is the Placement Director who markets the colleges' end product, "STUDENTS" of that college. Students possess the services, and the Placement Director makes these students better known to local businesses and industries. Graduates are properly prepared for local employment. Therefore, placement involves selling, and more important, selling oneself.

Often, it has been questioned are salesmen/salespersons made or born? *This Placement Director believes that they are born!* Heredity has payed us a valued service, or a disservice by providing us with traits which when refined by our environment, and nurtered by our parents, and further cultivated by our peerplaying actions as a child, result in either an independent, well-planned extrovert, or a shy introvert who may need constant attention or encouragement. It is my contention that an individual is successful in sales if he or she is mostly an extrovert, ambitious, well-organized, and interested in doing that little extra, and making "that extra call." You do not have to have "the best gift of gab," but it sure helps. Knowing when to start talking is not as important as knowing when to stop and start listening. Looking and being interested is even more impressive.

When marketing oneself as a Placement Director, there are two groups to be served. *The first, and most important, is: the students.* The Placement Director must maintain a clean, business-like office situation, and be readily available to the college students. Also, that individual, with his or her professional staff, and armed with a proper budget, *(more will be said on this vital point later,)* must maintain a system for describing jobs in a very efficient and business-like manner. Certainly, the use of the telephone, and the postage through the U.S. mail is a good means of informing not only students, but in securing and soliciting jobs/positions from employers. But, these methods are inferior to the professional business call - "the one-to-one ratio." This is true selling and it must be done to make placement meaningful and effective.

Regretfully, many community colleges, and, yes, even numerous four-year colleges select a placement person usually from their existing counseling ranks. Retired individuals, individuals on disability, individuals who no longer care for the hectic classroom pace, have been assigned or have requested to serve as Placement Directors. No words should be wasted on the process where ill-qualified individuals are involved in the vital vibrant placement process. It would be better for a college to secure a fresh business/industry oriented individual from the "outside real world," or select one of its on-board eager, pleasant, cooperative, dynamic co-op coordinators. These co-op coordinators have already, for a lesser number of individuals, provided data to numerous companies and are familiar and confident in their vital outside contact relationships. *Of course, technical-vocational instructors may also be ideally suited especially if the college has a higher proportion of technical enrollment.*

Many colleges are composed of a similar number of students enrolled in the academic, and technical programs. Generally the students in the academic area transfer to four-year colleges. Therefore, they do not usually become the final responsibility for placement on a full-time basis, but end up as charges of the receiving institution. The technical students or those other students deciding to take a year off from college, or students needing part or full-time employment immediately, are rather marketable under the right set of realistic circumstances. But the right or best set of circumstances are not easy to define nor exceedingly visible to outsiders of a college, to taxpayers, and frequently, not described in any of the literature about placement. It is the role of a competent Placement Director to ferret these data out immediately.

First, we should indicate the ideal situation as it may best relate to our students. Any placement service, to be well received by the student, should be optional, and totally voluntary. This means that no mass computerized printouts about enrollment and/or lists of names should be assumed to be the college's manpower pool for placement. Rather, each student should be encouraged through a large sign in front of the facility, bulletins, student newspapers, college radio, word-of-mouth, notes through faculty and administration, and special bulletin boards, or through the Placement Director visiting the student center lounge area. Students register with, and become familiar with a routing process, determined by revision, which works best at that college. This voluntary and optional system will make a student feel that he or she has instituted that important initial contact. Thereby, being involved most directly in the beginning phase of the important placement process. The initial visit to the Placement Center should provide a great deal of warmth, in the form of a qualified receptionist who performs all the office duties necessary to make that student or the public, or employer feel at ease. The color scheme of the office should be pleasant, ample reading literature current, and a system for seeing the Placement Director, his secretary, or an assistant also very business-like. It is strongly encouraged that a basic data package be made immediately upon entry available to a student upon their initial visit. The contents of that data package is not as significant as the fact that such was available. Normally, the package should be a large folder, or a large envelope in which the student can keep all his/her employment seeking reference materials. Examples of resumes, information about letters of introduction, various bulletins and brochures of a general nature, typical job request sheets, as examples that employers normally use, and other important information that may be developed by the director or purchased in quantity through our

Mid-West College Placement Association, or MCUPA. This package tends to build quickly a rapport with the student at the center. A package encourages each to feel that their initial visit has not been wasted. Yes, a simple information sheet, at a comfortable desk, is to be filled in and should serve as the basis for dialogue between student and his director. A means to see all full-time applicants should be inherent in the Placement Center.

Making the student feel at ease is really a solid marketing concept. After all, the student is the product of that college and its most valued asset. It shall be the student, who after an increase in knowledge, awareness and development of helpful letters of introduction, reference letters, or resumes, will be our product as a person, seen by an employer. Therefore, a loyal well-prepared student is the final report card of each placement officer. Let us never underestimate the report card given us daily by students. Students usually fall into three main groups. a) Those highly motivated for jobs, b) those casually stopping by for information to see if something is now available, and c) those stopping by just out-of-curiosity. It is quite obvious this last group, c), will have little value as an emissary or ambassador because they will not follow through with the procedure. The middle group, b), might need information now so they can make a better choice later. And of course, the group that is highly motivated, a), should be the students that follow through and are seen by one or more employers later. These students will comprise the real statistics about placement. Most placement officers do not realize that their marketing is as important with the students as it is with their colleagues, peers, and, or industrial/business clients. This marketing concept with the students cannot be underestimated. *Most often it is! WHY? If a solid relationship has been made, then follow-up and feedback will be simpler, and future placements streamlined by the good comments of previous placements.*

Many criticisms indicated against placement centers are directed towards second-class facilities. Facilities require an ample budget, and budget is an outgrowth of the true philosophy of that college. But an effective and increasing budget is undoubtedly an outcome of an effective communicator using the required chain-of-command, and when, and if the Placement Director has reached the power structure, budget follows. *"THEREFORE, SUCCESS BEGETS SUCCESS."* Facilities in placement do not have to be large. Certainly 600 square feet would be ample for a director, student aide, receptionist, and a full-time secretary. Another 200 square feet could be added if a student work room, (and such is recommended,) was provided, and another 150 square feet if an interviewing room for employers is added. Therefore, approximately 1,000

square feet would be the amount for a full blown program serving 4,000 students headcount, but 8,000 students do not require double space; merely added footage and help. If the Placement Director has an assistant, another 100 to 150 square feet should be available. Another 200 square feet could be in the form of a waiting area where current literature is provided for review of potential employers, students, etc. An evergoing coffee pot could be present. Not to be underestimated is the value of parking space nearby the center where the students and our visiting employers can park. At our community college, we have found that we turn over about seven cars an hour when busy, and about three cars an hour when we are not real busy. Usually you would need approximately eleven parking places for seven cars so that there can be flexibility to turn around and safely exit. You can eliminate two or more available parking places because of inclement weather, and, or snow. A reasonably safe access to the center is also a concept of marketing. How can you market a product if you are not in a position to be cognizant of the flexibility, the safeguarding, and the ease of entering and exiting the center? How can someone enter or be relaxed?

*"Marketing begins with the student!"* The student must realize that he or she has to prepare himself properly for his job search. "It is the philosophy of our college that part-time jobs weigh equally (while they are enrolled) for our students as do full-time positions." Now to some educators, this may be rather surprising, but to a student in his first year of college, a part-time job may be the method by which enrollment can be enhanced or maintained, confidence built, and better grades earned. That student would be uninterested in a full-time position, and the data relative to such a search would be improper to be provided at the first visit. However, every student who is served for part-time jobs with quality will come back again and maybe again to use the placement center, and each time be more knowledgeable in the pursuit of a job and better in the search. At Schoolcraft College, over half our placements are in part-time jobs. It is true that these are the less desireable jobs, the rate of pay is lower, the working conditions are not as desireable, but then again, good marketing concepts are aware that this is to be expected. Reality indicates that the students should tolerate it, if only to move towards fulfilling a career goal which can provide better and more stable future employment opportunities. Eventually if help is given to a fully receptive student, once is enough as he/she will use his/her concepts again on his/her own. In reality two placements result.

Helping student find full-time jobs means that positions, not jobs, are desired. The student should have a definite set of skills. Here is where our letters of introduction, letters of reference, and resumes are really mandatory. Over two-thirds of our contacted employers have already indicated on their job specifications that a resume is highly preferred. Therefore, it

seems very practical to encourage all students seeking full-time employment to develop a resume. Although a resume is brief, and usually one page, marketing oneself is not possible until the developmental steps and awareness of one's past have been carefully analyzed. I am continually amazed at the difficulties students have to develop a resume. I believe, as time goes on, more or better instructional units should be designed in course curricula to more firmly foster the self-inventory concepts and development concepts and that data will be included for a resume in special courses. Good marketing concepts would indicate that a resume could not normally stand alone. Therefore, a letter of introduction should be accompaning the resume, or preceeding it, and such information as references could be provided by direct inquiry to me. The student who has had a chance to develop his own resume, will have had dialogue with his/her peers, and/or the director so that questions relating to their background, their current plans, and their future plans will have been identified. Hence, he/she will be more ready for the important interview.

When a student desires to be ready for a job market, he/she must be cognizant that an interview could normally follow. Therefore, common sense concepts would imply he/sheshould be very ready. Preparing for an interview comes after having prepared a resume but not before additional "heart-to-heart dialogue" with the Placement Director, or his assistant has occurred. Sometimes, prescreening rehearsals and encouragements are the order of the day. This is a delicate issue, as people come in all sizes and shapes with various types of emotions, and yes, I have had them cry in my office, or on rare occassions walk out, never to be seen again. But isn't it better for each to make his/herinitial errors with us?

It is very important that the individuals have their confidence reinforced by having a list of referrals that my be 30 to 40 in number. Such a list when duplicated can be provided to them when their resume has measured up. Practical economics requires that they use the proper sized number 10 envelope, and address it neatly and correctly, and provide the stamp themselves. They, of course, should type on an electric typewriter for final resume preparation. The director could provide some students with the services on an individually paid basis of a co-op student, or aide, who is qualified and experienced to prepare neat final resume copies. These aides would be modestly paid, and self-employed. Numerous duplicating centers are available to prepare neat crisp multiple copies, usually fifty. The letter of introduction will always be prepared and typed by the director's staff and signed, but the quantities are duplicated by the students attheir own expense. Their issued referral list should be discussed in detail at their third or fourth interview *(dialogues of 15 minutes are suggested)* with the director. THIS STEP IS VITAL IN THE SEARCH! Students should also be encouraged to develop a form letter, (style and

content could be clarified) to each of these companies. Eliminating those sources he or she does not care for, or those geographically unsuited. After one week passes, the student may have received a few applications, or some postcards indicating company pending action. These communications will refurbish the students confidence allowing him/her to realize that someone is, or my be interested. The student then should return to the placement center and make phone calls (free) to select companies asking "whether the information sent on has been received, and if so, what steps the companies would like him to take, as providing more information later, etc." If no answer is forthcoming, then two weeks later, an individually prepared form content letter on plain stationery by that student should be sent. Obviously, the director would assist the student to develop the contents in a logical tactful format for his specific follow-up. *In this manner, if three or four students are looking for jobs each week, the Placement Director has 120 sources reinforced and the name of the placement center and college kept prominent to these corporations.* "*THIS IS HIGHLY DESIREABLE.*"

Preparing the student, paper, (written-wise), idea wise, and with prescreening in getting ready for the job search is one of the major responsibilities of placement, but only really half of that process. The other half, of course, is working in realistic unison with employers. One of the most important things a student can do, and must do, is provide feedback to the placement office. This is not easy to acquire. Students sometimes assume that a job is owed to them by the college, or the feedback form will be filled out by them later. Students usually are not communication-oriented. This is very sad. If a student has developed a folder for the job search, follow-up whether required or otherwise should be automatic. Our process has been to at the end-of-the month, or early the following month to mail a brief form cover letter and a blue follow-up printed form to each student, asking for feedback. We have been averaging from about 55 to 60 percent returns. We then wait another two weeks, and place an asterisk* on those students names who have not responded. This asterisk* implies, and means, that the receptionist, secretary, assistant, or myself will, if the student returns to our office, we will have dialogue "why" the feedback form was not returned. Yes, the students feel each has sufficient reasons, but if we are not informed, how can we properly market our service? If we do not know what positive actions we can utilize to improve our services to the students as well as the corporations, we can never improve. The ultimate of 100 percent feedback probably is never attainable. I am informed by some of my colleagues that 55 percent feedback by the students is commendable in itself. I do not accept that as a sufficient reason for

accepting 55 percent as a monthly feedback figure. It becomes exceedingly difficult to determine the exact number of placements if less than two-thirds return forms, and it becomes even more difficult if you have students appearing to visit and have dialogue with the director and his assistant who initially used our services two, or three, or four months previous. *But we make, in our best efforts, and under our most professional abilities, the best estimate of the number of students that we have served during the month who probably are placed.** MY COLLEAGUES AND PEERS HAVE OFTEN ASKED ME WHY DO YOU NOT FORCE FOLLOW-UP POSTCARDS AND, OR WRITTEN DIALOGUE FROM CORPORATIONS ON STUDENTS REFERRED AND PLACED. AND THE SOLUTION IS OUR PHILOSOPHY ASPECT OF OUR CONCEPT IN MARKETING. IT WOULD BE LESS THAN PROFESSIONAL TO CONSTANTLY INQUIRE OF EMPLOYERS IF THE STUDENT WAS PLACED, OR IF THE STUDENT HAD AN INTERVIEW. IT WOULD TAKE ON THE REALM OF PRYING. OUR CONCEPT OF MARKETING IS SUCH THAT WE MUST DEVELOP A RAPPORT WITH THE STUDENTS, SO FEEDBACK CAN TOTALLY BE COMING IN FROM THE STUDENT. *We recognize that this system has built inequities, but it is the best system we can have without bothering endlessly our service area corporations. Since we have prepared the student through letters of introduction and resumes, and have discouraged any premature student contact on the phone or visits at the corporation until requested so by that employer. For us to violate that procedure by badgering on the phone, or letters, would not keep the theme of placement employer service-oriented.* BELIEVE ME, IF SOMEONE HAS A BETTER, MORE EASILY WORKABLE IDEA, WE WOULD CERTAINLY TRY IT. FEEDBACK IS NOT CAREFULLY DESCRIBED IN ANY OF THE LITERATURE THIS DIRECTOR HAS ALREADY REVIEWED. I THINK FEEDBACK IS A PROBLEM THAT IS NOT EASILY RESOLVED UNLESS, AND IT IS POSSIBLE TO DIVERT 30 PERCENT OF THE DIRECTOR'S ALREADY PRECIOUS TIME AND HIS STAFF TOWARDS FEEDBACK. THIS WOULD MEAN LESS, MANY LESS, BUSINESS CALLS IN THE FIELD, AND LESS STUDENTS COULD BE SERVED. THE RELATIONSHIP IN THE OFFICE WOULD EVOLVE TO ONE AS USED BY A DICTATOR. YOU MUST...DO THIS, THIS. WE DO NOT BELIEVE AT OUR COLLEGE WE WOULD WANT TO USE A FORCEABLE OR WEDGED TYPE OF FEEDBACK SYSTEM ON ANYONE. IT CAN BE DONE, I AM SURE IT HAS BEEN DONE, AND IT DOES PROVIDE MORE RELIABLE FINAL STATISTICS. FORCED FEEDBACK CERTAINLY WOULD MEAN THAT LESS JOBS WOULD COME IN, LESS CORPORATIONS WOULD BE VISITED, AND LESS STUDENTS WOULD BE PREPARED TO BE SERVED IN THE INITIAL VISIT. It is obviously a value judgement that requires further refining and soul searching. *We hope we have chosen the best path!*

* This item should be studied in depth and is recommended as a future theme for a MCPA or MCUPA Seminar or Conference.

MOST OF THE PREVIOUS INFORMATION WAS INVOLVED WITH THE FACILITY AND THE STUDENT PREPARATION FOR JOB SEARCH, AND, OF COURSE, LITTLE INFORMATION HAS BEEN PROVIDED ON THE PROFESSIONAL BUSINESS CALL MADE AT LOCAL BUSINESS AND INDUSTRY EMPLOYER LOCATIONS. THIS IS THE SECOND MAJOR PHASE OF MARKETING, AND MUST BE CARRIED FORTH WITH THE SAME CARE AND CAUTION, AS WHEN SERVING STUDENTS. A DIPLOMATIC MANNER MUST BE EXERCISED. EACH PLACEMENT DIRECTOR WILL OBVIOUSLY HAVE A DIFFERENT MODE OF OPERATION, IN WHICH HE OR SHE FEELS MOST COMFORTABLE. I THINK IT APPROPRIATE TO INITIALLY STATE WHAT KIND OF INDIVIDUAL WOULD MOST LIKELY MAKE AN IDEAL PLACEMENT DIRECTOR.

Each community college, or senior college has a geographic or favorite area that it tends to serve with greater repetition than other more remote areas. A Placement Director should be selected who is familiar with that area, familiar with the college structure, being at ease and accepted by students, one who speaks well, writes well, and has already developed some rapport with the business and industry clients who tend to support that college. Generally speaking, the individual should be a controlled extrovert who enjoys interacting with people, who is a self-starter, ambitious and an independent abstract thinker, one who desires to educationally and professionally help people. "All kinds of people." Whereas, this is a job description for most educators, self-examination and contemplation will indicate many, with whom you already are aware, who do not meet this reasonable and fair estimate of a Placement Director. CAUTION MUST BE EXERCISED THAT THE INDIVIDUAL BE AT EASE WITH BUSINESS AND INDUSTRY ON THE PREMISES OF THOSE BUSINESSES AND INDUSTRIES. It is one thing to be comfortable on campus on your own turf, but equally or more important to be flexible and feel relaxed at a company. But in the local establishments, be it societies, agencies, institutes, or as most usual business and industry, uneasiness would easily be detected. It is also vital in my opinion, that the individual possess a basic degree commensurate with the rest of the faculty or college administrators; It may be a Baccalaureate, in some areas a Masters, or even beyond. So the director may then feel of equal value and merit with and among his/her peers is the partial reason for a degree. It is also vital that a degree has been acquired so that this individual could be the best prepared representative of the college; as most business and industry most assuredly would expect a degree. During the course of an industrial/business visit, company officials might be interested in not only the process of placement, which will be clarified, but the preparation that the individual possesses to assist that employer. It is highly advisable that the

individual acting as the Placement Officer, Director, Coordinator, Specialist have had prior business/industry, or if suited, agricultural "real life work experience." Terminology and common dialogue can be easily reached and self-esteem and mutual respect be made with the employer more quickly. There are many means by which such experience can be acquired. It can be acquired through numerous summer jobs, through prior apprenticeships, through volunteer work, or through attending various special seminars. Certainly, three to five years work experience is desirable but, if an individual is alert, 2,000 work clock hours could supply a sufficient data base to be conversant and accepted well by employers.

A mailed resume or letter of introduction is all that really represents a student before that student is seen by an employer. And equally so, a personal contact to a firm is all that represents that college if the employer has not had sufficient interaction with the college previously. Therefore, the Placement Director must be artful at researching the company, artistic in the literature developed, and very enterprising in the method by which he or she does see a potential contact person. The art of selling is getting a *"YES"* to your placement program and very few *"NO'S"*. To encourage individuals to develop better rapport with companies, several types of concepts will be described. *One is "MAILED SOLICITATION", another is a "COLD SELL", another is a "HARD SELL", and of coures, the "CONTINUAL SELL".* Always, use first class reproductive equipment, as all-to-often, judgements are made on esthetics alone. HAVEN'T WE ALL DONE THIS?

When marketing a product or service, it is very vital that most of the means available and handy should be explored simultaneously. This means that the phone should be used, or ready for use, or sufficient phone lines should be available to receive incoming calls. Business cards should be developed listing the most preferred extension, and other literature should be specially developed which is most suitable. Other bulletins should be developed that are ideally suited for internal distribution to faculty and administration. Yet another form developed which is more ideally suited for all the students. If budget permits, and it should, additional data should be developed describing all the placement functions, beyond that normally listed in the college catalog. Such data should be suitable for handing out at various functions or to the general public. These data will permit open lines of communication to all the segments that normally would require services of the placement office. The placement office should be regularly securing and using all the local newspapers and reading "hot articles" in the appropriate jorunals. Hopefully, there is a membership funding or a subscription fund to provide opportunities of receiving all the literature that will assist the

director to be conversant with the general public or to better transmit business. The Wall Street Journal is a highly desireable paper to be received at least once or twice a week. It would be ideal that four or five hours a week, the want-ads could be reviewed and basic literature including a job request spec form be mailed to employers that have current listed jobs, because these employers are now readily in the market. It is not to be assumed that should they call, a student will ideally be available and anxiously waiting by the phone. But the next time that employer needs services, he might think twice before he used some expensive services on a contracted basis such as with a private employment agency, or spend large amounts of money on want-ads which run for a long period of time. The employer then might have endless phone calls coming in because of the ad as the paper listed it after he had filled that position. Employers working with the placement center can have prescreened students who, thankfully are well qualified and suitable by our prescreening for that stated advertised job/position.

It is very important that a package be developed for employers that include a business card, literature describing the college; such as an annual report or the president's report, college catalogs, data about specific programs in the form of curriculum flyers, specific literature about the placement center, and possibly some standard examples of past communication bulletins, resume examples, or letter of introduction examples. These data are included as the "COLD SELL PACKAGE." Such a suitable package and printed folder would cost approximately 50 to 60 cents to develop. The director would utilize this folder on his initial contact at appropriate companies when a call is made in the "Cold Sell." It would not be expected that the director would see an official of the company if the director were just stopping by. And it is a good idea to indicate to the receptionist that he or she is only stopping by, thereby, providing a business card to the receptionist, and securing the name of the official most likely to be receptive to the program. A guarantee by the receptionist or secretary should be secured that the package will be forwarded to the official.. Frequently, if it is handled right, that individual may be available only a short distance from the company waiting room. If the college has been established for a long time, that company official may have had classes or, had a dependent or friend who secured classes. Of course, at an older established college, this is more likely. No question, a "Cold Sell" is even colder when a college is newly established within a sparesly populated geographic area. *"Do not over look vendors registered at your college; after all, if they sell you products/or services, their salesperson should be receptive to refer your inquiries to the personnel office -- shouldn't they?"*

However, the cold sell does not end with that first visit. If the official is not seen, then a follow-up letter, individually addressed to him is sent, a file-folder developed at the college, and a rolldex card, used with his business card. A follow-up phone call, letter, or visit invitation to the college could also be indicated. At this point, the Placement Director can safely assume that the company is aware and receptive for future college student referrals to that corporation. When I say "assume", if that geographic company is located within the tax supported area, then it is obvious that they are spending dollars and should expect something tangible in return. Therefore, all local companies can be considered as captive companies, ones who should be apprised of the services of that college whether or not they had made inquiries themselves. A follow-up visit may be necessary, however, move full-speed-ahead on letters of introduction, designated to them, and numerous resumes to them is a good idea. In fact, the most recent contact by the director should be sent resumes, and letters of introduction, if their needs only partially resemble what the director or coordinator thinks are current employment opportunities. The mailing on the behalf of selected students tends to solitify the contact with the company. *After all, dialogue, brochures, folders, phonecalls, luncheons, are really marketing concepts that have one final purpose, which is to get a qualified, interested, available student totally qualified in the most effective efficient manner to that employment so a position can be offered.* *WE DO NOT FILL JOBS, WE PLACE STUDENTS!*

Sometimes, there are companies that seem to make it difficult by design, or otherwise, for the director to seek a personal-on premise-audience. At this point, a "HARD SELL" is needed. This means some investigation work as to where the company official plays golf or tennis, what association meetings he/she attends, or where they may have lunch. Then the director should utilize the marketing approach exhibited by many top salesmen; that is to make a considered effort to run into them on an accidental basis--"*accidentally on purpose.*" *Then the director will make an attempt to have dialogue with them on the basis that they have heard of them from a work associate, or student, who's name may have slipped their mind, and were wondering if they could have a chance when the occasion is right to have dialogue relative to the/your/our college.* Our sell package would not be appropriate or abailable because obviously you could not accidentally meet them, and have a "sell package" available. A business card issued will at that encounter, do nicely. Then, be sure to firm up that accidental meeting with an individually prepared follow-up letter excusing yourself for the intrusion, etc. Then, send two or three well developed letters of introduction, and/or resumes to their attention in areas that you are certain they are looking for current employees. If this fails to bring any feedback action from the company, then stop by once a week, until you can see that individual on his own turf. If nothing more, perserverance will win out, as he must see you eventually, if only as a courtesy.

Learning about any company, and its products is not too difficult. You can examine their trash barrel to see what kind of scrap they have by mearly driving to the exit, turning around very slowly, and observing through your car window. You can observe what kind of trucks enter the company and what kind of trucks exit that company. You can also make inquiries of employees, particularly if you happened to have students who previously worked there, or you can look in Dun & Bradstreet, Poors Index, the Michigan Manufacturers Directory to see what products may also be listed. Not to be overlooked, of course, are the Yellow Pages. *The "Hard-Sell" is rarely used by educators, and if some educators do use it, they do not freely admit it. I see nothing wrong with utilizing a hard concerned effort sell; if the motives are to make more or better opportunities available to your students, which we assure you, are our motives. If the director has difficulties, just think of the near insurmountable problems facing your/our students.*

Yet, the director must always represent him or herself at the company in the highest most professional manner. Not only being suitably groomed or dressed, but also watching every move. It is often difficult to wait for 20 minutes in any waiting room realizing that the receptionist is eyeing your every movement. The employer may make you wait just to see how you react. This is undesireable, and I do not enjoy waiting, but at times we are waiting for the eventual benefit of 10, 20, or 30 students, and "it is well worth it." All too often, the industrialist or businessperson accepts his college and the placement program quickly at face-value and turns the discussion to varied or other timely issues. It must be understood that controversial issues should be avoided. Topics taken that may harm the individual; sex, religion, or politics are never to be discussed. But, certainly, the Placement Director should be very conversant on world-affairs, local economic situations, and then try to control the drift of the situation and conversation leading always towards employment opportunities at that company. Various testimonials on how your students are doing in similar situations at other companies is desirable. Often, the employer will rely upon you for limits about dollars, type of work hours/weeks, and fringe benefits of competitive companies. The Placement Director has the professional responsibility to, in a discreet manner, share this information without identifying his compny sources who provide those indicated dollar benefits. These data can, in-part, be secured through the use of a knowledgeable Advisory Committee, and those members can

acquire much of that information if the director cannot. The use and development of an Advisory Committee will not be dwelled upon. It is a matter of state law, "and more certainly common sense." It could not be assumed that any Placement Director would be so knowledgeable that he could begin to do work without first seeking the advice of numerous other professionals in the field. *Advisory Committee members are like jewels; each member shines in the sunlight and can last forever; use them often and wisely, as diamonds they never break or wear out.*

## 13 LUCKY STEPS TO MAXIMUM PLACEMENT SERVICE IDEALLY!!

1. Have the support of your President and a budget to match. (few colleges do.)

2. Be a professional educator with a suitable personality and "World of Work" experience to match. (tactfully integrate this into your approach.)

3. Secure and use your placement facilities for the comfort of all. (ask students/employers for comments.)

4. Never be too busy to see another student. Even 5 minutes is a real aid. (a smile sure helps.)

5. Develop data packages for each student. "State this is your file, use it often." (Golden Rule!)

6. Develop a sell-package that gets read and retained at all corporations. Develop a cross-index corporate file. (be accurate on names & titles.)

7. Be visible to employers. Visit their firms, do not take a no easily as an answer, after all, from somewhere they hire someone, may as well be our students. (if at first you fail...)

8. Use local directories such as; Dun & Bradstreet, Standard and Poor's Index, Manufactures Directory, Yellow Pages and Want-Ads, to write and inform new company employemnt sources. Twice a month, "Mail each something, keep your college and students before them. (sooner or later the dawn...)

9. Develop a lecture series on campus to assist students to develop resumes. Use their edited resumes as Ambassadors of good-will to companies. Keep thos resumes flowing. (the carrot approach.)

10. Develop letters of introduction about students, use often, expecially for those students seeking career full-time employment. No room for modesty, but it's a fine line. (Corporate feedback will indicate what works most effectively)

11. Be visible in selected campus affairs, keep a high peer/staff rapport. (absence makes the...)

12. Read professional literature, interact with other Placement Directors, and attend conferences or seminars. (We must learn everyday!)

13. Help each student to be a full part of his job search. Never give up, always try harder--"AVIS DOES!".....Good Luck!!

WHAT TO DO IF: Think and Do!

A student lacks confidence

A student is sloppy, etc.

A student is unrealistic

A student has/is in a financial bind

A student seems to have emotional problems

A student is beligerent

Students, (great numbers) refuse feedback

A student is . . . . . .

The director has a tight budget.

The director has insufficient help!

The director has insufficient background

The director has second-class facilities or equipment

Data Processing-on campus-is ineffective

The job market is super tight

The energy crisis worsens -- costs/availability

Companies do not respond to any inquiries

Advisory Committee members do not regularly participate

Companies indicate your methods passe/obsolete

Companies cancel campus interviews at the last minute

Job/position specs do not reflect associate degrees

A pep-talk is needed, to whom?

*Let us never, ever forget that any marketing program begins and ends with our students. They are our report cards, while on campus, and even more so when visible to employers after or during program completion while working. A well-established college should eventually have all prior placed students as daily "good-will ambassadors." It is the professional responsibility of all Placement Directors to best/prepare all students requesting aid to be a vital and meaningful part of their job/position search. If company personnel directors, etc., constantly review data about, or interview well-planned student applicants, their receptivity to the total college placement program will be enhances.*
*.....THEN MARKETING IS A CINCH!*

*Are you/we ready?*

Remember: *Employers use several sources to secure above semi-skilled employees. a.) Us, b) Newspaper Want-ads, c) Journal ads, d) private employment agencies, e) their own personnel department, f) recommendations from current employees, g) signs in their windows, and h) M.E.S.C.*

RJM/jmz
6-18-75

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